

**Reading Strand 1  
Reading Process  
Expanded Benchmarks**

**DRAFT**

**Students at these standards levels know and are able to do the following by the end of the school year:**

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>K</b>	C1-PO4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	Understanding print concepts.	Identify different parts of a book (e.g., front cover, back cover) and the information they provide.	Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.	Hold book right side up and turn pages in the correct direction.
	C1-PO8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	Spoken words are represented in written language and convey meaning.	Label objects/pictures by demonstrating the one-to-one correlation between a spoken word and a printed word.	Recognize that spoken words are represented in written language.	Recognize familiar objects and pictures of events in general language.
	C3-PO1. Identify letters of the alphabet in upper and lower case.	Decoding.	Identify fifteen letters of the alphabet in upper and lower case.	Identify ten letters of the alphabet in lower case.	Recognize name.
	C4-PO2. Sort familiar words into basic categories (e.g., colors, shapes, foods).	Identify, sort, and classify words.	Sort familiar printed words into basic categories (e.g., colors, shapes).	Use picture icons paired with objects to sort into basic categories (e.g., colors, shapes, and foods).	Match object to object, line drawing, picture, or icon.
	C6-PO1. Make predictions based on title, cover, illustrations, and text.	Comprehension strategies.	Make predictions based on title, cover, and illustrations.	Derive meaning from pattern books that are highly predictable.	Participate (react, speculate, join in, read along) when predictably patterned selections of fiction are read aloud.

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>1</b>	C4-PO2. Classify common words into conceptual categories (e.g., animals, foods, toys).	Identify, sort, and classify words in conceptual situations.	Classify common spoken and printed words into conceptual categories (e.g., foods, toys).	Sort objects by similar attributes paired with spoken words (e.g., colors, shapes, big, little).	Associate spoken words with familiar objects, line drawings, pictures, icons (yes/no response or choose correct object/pictorial representation when given a word).
<b>2</b>	C4-PO5. Recognize words represented by common abbreviations (e.g., Mr., Ave., and Oct.).	Recognize common abbreviations.	Match five common abbreviations with associated words (e.g., days of the week, months of the year).	Match common abbreviations with individual student's street address.	Associate spoken words/signs with familiar objects, line drawings, pictures, icons (yes/no response or choose correct object/pictorial representation when given a word).

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
<b>3</b>	C3-PO5. Recognize words represented by common abbreviations (e.g., Mr., Ave., and Oct.).	Recognize common abbreviations.	Match ten common abbreviations with associated words (e.g., days of the week, months of the year).	Match five common abbreviations with associated words for days of the week.	Choose from three pre-printed abbreviations on sticky labels.
	C4-PO6. Determine the meaning of common synonyms, antonyms, and homonyms.	Recognize opposite meanings.	Match ten words and pictures that have opposite meaning.	Match symbols/pictures that represent opposite concepts.	Associate meaning of opposite words with objects or actions (e.g., on/off, in/out).
	C4-PO7. Determine the meaning of words.	Understand words in context.	Use context cues to determine the meaning of ten simple words.	Use picture cues to determine the meaning of five simple words.	Associate a line drawing/picture/icon with a familiar object, action, or event.
	C6-PO5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	Use cues to gain information.	Explain information gained from webs, flow charts, or other graphic organizers.	Point to information in response to a question using webs, flow charts, or other graphic organizers.	Show interest in signs, symbols, and pictures in the environment by gaze, touch, alerting, and/or reaching.
<b>4</b>	C4-PO5. Determine the meanings, pronunciations, syllabication, synonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	Use references.	Determine meanings of ten new words at grade level by using a beginning dictionary	Match beginning letters of five words at grade level to an alphabet line by placing words in alphabetical order (for dictionary purposes).	Associate a line drawing/picture/icon with a familiar object, action, or event.
	C6-PO4. Use graphic organizers in order to clarify the meaning of the text.	Use graphic information.	Identify sources of information (menu charts, maps, bus schedules) for a variety of information.	Indicate information gained from captions and titles in an informational text.	Using signs, symbols, and pictures in the environment, indicate the meaning.

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<b>5</b>	C4-PO5. Determine the meanings, pronunciations, syllabication, synonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	Use references for information.	Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.	Use an alphabet line or other tool to place new words related to grade-level content in alphabetical order, based on first letter of word.	Use picture icon dictionary to match to two words in a daily schedule.
	C6-PO4. Use graphic organizers in order to clarify the meaning of the text.	Use graphic information.	Identify basic textual and/or graphical features (headings, bold print) to locate information in a variety of sources.	Identify sources of information (menu charts, maps, bus schedules) for a variety of information.	Using signs, symbols, and pictures in the environment, indicate the meaning.
<b>6</b>	C4-PO5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech by words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Use references for information.	Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.	Develop personal dictionary of words related to grade-level content.	Use objects/partial objects, tactile symbols, or pictures to generate a personal dictionary.
	C6-PO4. Use graphic organizers in order to clarify the meaning of the text.	Use graphic information.	Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).	Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).	Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

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<b>7</b>	<p>C4-PO5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech by words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>C6-PO4. Use graphic organizers in order to clarify the meaning of the text.</p>	<p>Use references for information.</p> <p>Use graphic information.</p>	<p>Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.</p> <p>Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).</p>	<p>Add to personal dictionary of words related to grade-level content.</p> <p>Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).</p>	<p>Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.</p> <p>Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.</p>
<b>8</b>	<p>C4-PO5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech by words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>C6-PO4. Use graphic organizers in order to clarify the meaning of the text.</p>	<p>Use references for information.</p> <p>Use graphic information.</p>	<p>Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.</p> <p>Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).</p>	<p>Add to personal dictionary of words related to grade-level content.</p> <p>Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).</p>	<p>Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.</p> <p>Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.</p>

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>10</b>	C4-PO5. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.	Use references for information.	Use three sources such as a dictionary, glossary, or the internet to determine meanings of new words related to grade-level content.	Add to a personal dictionary of words related to grade-level content.	Use objects/partial objects, tactile symbols, or pictures to add to a personal dictionary.
	C6-PO3. Use graphic organizers in order to clarify the meaning of the text.	Use graphic information.	Provide information related to grade-level content by using an outline template (e.g., science experiment, chapter outline, reading passage, resume).	Recognize basic textual and/or graphical features (e.g., headings, bold print) to answer questions about the information from a variety of sources (e.g., charts, maps, schedules).	Given a content-specific graphic organizer, use objects/partial objects, symbols, or pictures to clarify the meaning of text in a variety of tasks.

**Reading Strand 2**  
**Comprehending Literary Text**  
**Expanded Benchmarks**

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**Students at these standards levels know and are able to do the following by the end of the school year:**

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>K</b>	C1-PO2. Identify elements of the story, including characters, settings, and key events.  C1-PO3. Retell story, placing events in correct sequence.	Identify elements of a story.  Put events in order.	Identify elements of the story, including characters, and key events.  Retell story, placing two events in correct sequence.	Identify main character.  Given three picture icons, put events in correct sequence.	Using picture icons choose main character.  Given two picture icons, tell what happened first and last.
<b>1</b>	C1-PO1. Identify the plot of a literary selection, heard or read.  C1-PO3. Sequence a series of events in a literary selection, heard or read.	Identify plot of a story.  Put events in order.	Identify what happened in the story.  Sequence two events in order, heard or read.	Identify two events from the story.  Identify what comes next in a story.	Given two pictures, determine which one matches the story.  Put two pictures from the story in order.
<b>2</b>	C1-PO1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.  C1-PO3. Sequence a series of events in a literary selection.	Describe literary elements.  Put events in order.	Identify the problem and solution in a story.  Sequence two events in order from a story.	Identify the setting (when and where) in a story.  Sequence two events in order, heard or read.	Identify two characters in a story.  Put two pictures from the story in order.

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>2</b>	C1-PO4. Identify cause and effect of specific events in a literary selection.	Identify cause and effect.	Identify why something happened in the story.	Identify what happened in the story.	Given a choice of two pictures, point to the picture of what happened in the story.
<b>3</b>	C1-PO2. Describe characters within a literary selection.  C1-PO3. Sequence a series of events in a literary selection.  C1-PO4. Make relevant connection (e.g., relationships, cause/effect, and comparison) between earlier events and later events in text.	Give information about the characters.  Put events in order.  Make connections between events in the story.	Describe character traits and roles.  Sequence four events in order from a story.  Identify what happened in the story and why it happened.	Describe character traits.  Sequence three events in order from a story.  Identify why something happened in the story.	Identify characters.  Point to the first and last events in a story.  Identify an event that happened in the story.
<b>4</b>	C1-PO1. Identify the main problem or conflict of a plot.  C1-PO2. Identify the resolution of a problem or conflict in a plot.  C1-PO7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	Identify the main problem.  Identify how a problem is solved.  Identify the setting.	Identify the main problem in the story.  Identify the solution to the main problem in the story.  Identify the time and place of the story.	Identify a problem in a story.  Identify a solution to a problem in the story.  Identify the time or place of the story.	Given a choice of two pictures, point to the picture of what happened in the story.  Given a choice of two pictures, point to the picture that shows the solution to a problem in the story.  Given a choice of two pictures, point to the picture that shows the location of a story.



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<b>5</b>	<p>C1-PO5. Identify the narrative point of view in a literary selection.</p> <p>C1-PO6. Determine all of the aspects of the setting, (e.g., time of day or year, historical period, place, situation) in a literary selection.</p>	<p>Identify who is telling the story.</p> <p>Identify the setting.</p>	<p>Identify who is telling the story.</p> <p>Identify the time of day or year of the story.</p>	<p>Identify who the story is about.</p> <p>Identify the time and place of the story.</p>	<p>Given a choice of two pictures, point to the one that shows who the story is about.</p> <p>Given a choice of three pictures, point to the one that shows the time or place of the story.</p>
<b>6</b>	<p>C1-PO1. Describe the plot and its components.</p> <p>C1-PO4. Identify the narrative point of view in a literary selection.</p>	<p>Describe the plot of the story.</p> <p>Identify who is telling the story.</p>	<p>Describe the problem and solution of the plot.</p> <p>Identify who is telling the story.</p>	<p>Describe the events of the story.</p> <p>Identify who the story is about.</p>	<p>Given a choice of three pictures, point to the one that shows the resolution of the story.</p> <p>Given a choice of two pictures, point to the one that shows who the story is about.</p>
<b>7</b>	C1-PO4. Contrast points of view in literary text.	Identify who is telling the story.	Explain who is telling the story.	Identify if the narrator is a character in the story.	Identify who is telling the story.
<b>8</b>	<p>C1-PO4. Contrast points of view in literary text.</p> <p>C1-PO5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.</p>	<p>Identify who is telling the story.</p> <p>Explain the setting.</p>	<p>Explain who is telling the story.</p> <p>Explain how the setting sets the mood and tone of the story.</p>	<p>Identify if the narrator is a character in the story.</p> <p>Explain how the setting affects the story.</p>	<p>Identify who is telling the story.</p> <p>Select the picture that matches the setting in the story.</p>

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<b>10</b>	C1-PO1. Describe the author's use of literary elements: setting (time of day or year, historical period, place, situation) and plot.	Describe how the author uses setting and plot.	<p>Explain how the setting sets the mood and tone of the story.</p> <p>Describe the problem and solution of the plot.</p>	<p>Explain how the setting affects the story.</p> <p>Describe the events of the story.</p>	<p>Select the picture that matches the setting in the story.</p> <p>Given a choice of four pictures, point to the one that shows the resolution of the story.</p>

**Reading Strand 3  
Comprehending Informational Text  
Expanded Benchmarks**

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**Students at these standards levels know and are able to do the following by the end of the school year:**

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>K</b>	C1-PO2. Restate facts from listening to expository text.	Restate facts.	Restate two facts from listening to expository text.	Respond appropriately to questions based on facts in expository text heard or read.	Recall one fact from a story.
	C2-PO1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Follow directions in order.	Sequentially follow a 3-step set of directions (e.g., center directions, classroom procedures) using picture cues.	Sequentially follow a 2-step set of directions (e.g., center directions, classroom procedures) using picture cues.	Associate an object/partial object, tactile symbol, or picture with familiar objects, actions, or events.
	C2-PO2. Identify signs, symbols, labels, and captions in the environment.	Identify environmental signs.	Identify signs, symbols, and labels found in the school environment.	Identify signs and symbols found in the school environment.	React to objects/partial objects, tactile symbol, or picture when presented.
<b>1</b>	C1-PO2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	Answer questions related to text.	C1-PO2. Answer who, what, where, when, and why questions about expository text, heard or read.	C1-PO2. Answer who, what, where, and when questions about expository text, heard or read.	In response to a question, choose an object/partial object, tactile symbol, or picture to indicate a preference for a familiar object, action, or event.

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<b>1</b>	C1-PO3. Identify organizational features (e.g., title, table of contents, headings, subheadings, bold print, italics) of expository text.	Identify organizational features.	Identify organizational features (e.g., title, table of contents, headings, bold print) of expository text.	Identify organizational features (e.g., title, page numbers) of expository text.	Demonstrate understanding that print materials (objects/partial objects, tactile symbols) are read using a left to right, top to bottom progression.
	C2-PO1. Sequentially follow a 3-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Follow directions in order.	Sequentially follow a 3-step set of directions (e.g., center directions, classroom procedures) using picture cues.	Sequentially follow a 2-step set of directions (e.g., center directions, classroom procedures) using picture cues.	Associate additional objects/partial objects, tactile symbols, or pictures with familiar objects, actions, or events.
	C2-PO2. Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether steps in a task are complete.	Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing “finished.”
	C2-PO3. State the meaning of specific signs (e.g., traffic, safety, and warning signs).	Understand signs.	State the meaning of specific signs (e.g., traffic and safety).	State the meaning of specific signs (e.g., restroom, traffic, and safety) that are encountered in the school environment.	Identify a location in the school environment by associating an object/partial object, tactile symbol, or picture with an identical one.

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<b>2</b>	C1-PO2. Locate facts in response to questions about expository text.	Locate facts to answer questions.	Using targeted print vocabulary words, locate facts in response to grade-level content questions about expository text.	Using targeted print vocabulary words supported with picture cues, locate facts in response to grade-level content questions about expository text.	In response to questions, locate facts by using a consistent object/partial object, tactile symbol or picture system.
	C1-PO3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.	Use organizational features to locate facts.	Locate specific information related to target print vocabulary by using organizational features (e.g., title, table of contents, headings, bold print, italics) in expository text.	Locate specific information related to target print vocabulary words supported with picture cues by using organizational features (e.g., title, page numbers) in expository text.	Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
	C1-PO4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information.	Identify sources to answer questions.	Given three choices (e.g., encyclopedias, magazines, electronic sources, textbooks), select the source that may be used to answer specific questions and/or gather information related to grade-level content.	Given two choices (e.g., encyclopedias, magazines, electronic sources, textbooks), select the source that may be used to answer specific questions and/or gather information related to grade-level content.	Use at least one partial object to replace use of a known object symbol.

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
<b>2</b>	C1-PO5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Use graphic features to locate information.	Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.	Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Find a location in the school environment by associating an object/partial object, tactile symbol, or picture with an identical one.
	C2-PO1. Follow a set of multi-step directions.	Follow multi-step directions.	Sequentially follow a 4-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Sequentially follow a 3-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Use objects/partial objects, tactile symbols, or picture schedule to complete one familiar activity.
	C2-PO2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.	Determine whether steps in a task are complete.	Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing “finished.”
	C2-PO3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).	Understand symbolic language.	State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, and simple charts).	State the meaning of specific signs, graphics, and symbols (e.g., computer icons and map features) that are found in the school environment.	Identify additional school locations by associating an object/partial object, tactile symbol, or picture with identical representations in those areas.

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<b>3</b>	C1-PO4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic sources, textbooks) to answer specific questions and/or gather information.	Use resources to answer questions and find information.	Given three choices (e.g., encyclopedias, magazines, electronic sources, textbooks), use the source that may be used to answer specific questions and/or gather information related to grade-level content.	Given two choices (e.g., encyclopedias, magazines, electronic sources, textbooks), use the source that may be used to answer specific questions and/or gather information related to grade-level content.	Use additional partial objects or pictures to replace use of known object symbols.
	C1-PO5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Understand graphic information.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Indicate the meaning of an object/partial object, tactile symbol, or picture, found in a school environment.
	C2-PO1. Follow a set of multi-step directions.	Follow multi-step directions.	Sequentially follow a 4-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Sequentially follow a 3-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Use objects/partial objects, tactile symbols, or pictures to complete one familiar activity.

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<b>3</b>	C2-PO2. Evaluate written directions for sequence and completeness.	Determine whether steps in a task are complete.	Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing “finished.”
	C2-PO4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	Understand functional documents.	Interpret information in functional documents (e.g., maps and schedules) for a specific purpose.	Interpret information in functional documents (e.g., maps) for a specific purpose in the school environment.	Interpret information by using organizational features of a daily schedule for a specific purpose.
<b>4</b>	C1-PO4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, and concluding sentences) of expository text.	Use organizational features to locate information.	Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.	With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.	Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
	C1-PO5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Understand graphic information.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams and illustrations) of expository text.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.



<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>4</b>	<p>C2-PO1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>C2-PO2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>Locate information in functional text.</p> <p>Follow directions in order.</p>	<p>Locate specific information from functional text (e.g., instructions, forms, schedules, directories, and pamphlets).</p> <p>Sequentially follow a 4-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.</p>	<p>With picture/print cues, locate specific information from functional text (e.g., menus, schedules, pamphlets, instructions, and forms).</p> <p>Sequentially follow a 3-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.</p>	<p>Using an object/partial object, tactile symbol, or picture schedule, locates facts in response to questions (e.g., what do we do first, next?)</p> <p>Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.</p>

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<b>5</b>	C1-PO4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, and concluding sentences) of expository text.	Use organizational features to locate information.	Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.	With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.	Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
	C1-PO6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Understand graphic information.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams and illustrations) of expository text.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.
	C2-PO1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Determine whether steps in a task are complete.	Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist

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<b>5</b>	C2-PO2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	Follow directions in order.	Sequentially follow a 4-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Sequentially follow a 3-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture cues.	Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.
<b>6</b>	<p>C1-PO5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, and concluding sentences) of expository text.</p> <p>C1-PO7. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.</p>	<p>Use organizational features to locate information.</p> <p>Understand graphic information.</p>	<p>Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.</p> <p>Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.</p>	<p>With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.</p> <p>Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.</p>	<p>Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.</p> <p>Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.</p>

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<b>6</b>	<p>C2-PO1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>C2-PO2. Interpret details from a variety of functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>Determine whether steps in a task are complete.</p> <p>Solve problems using a functional text.</p>	<p>Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.</p> <p>Interpret details from a variety of functional text to solve problems (e.g., determine transportation options, schedules, and which option is best for arriving on time).</p>	<p>Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.</p> <p>Interpret details from a variety of functional text to answer questions (e.g., determine time and costs of events).</p>	<p>Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with tactile symbol or picture cues to assist.</p> <p>Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.</p>

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>7</b>	C1-PO5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references)) of expository text.	Use organizational features to locate information.	Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.	With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.	Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
	C1-PO8. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Interpret graphic information.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.
	C2-PO1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Determine whether steps in a task are complete.	Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.	Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with tactile symbol or picture cues to assist.

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<b>7</b>	C2-PO2. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	Solve problems using functional text.	Interpret details from a variety of functional text to solve problems (e.g., determine transportation options, schedules, and which option is best for arriving on time).	Interpret details from a variety of functional text to answer questions (e.g., determine time and costs of events).	Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.
<b>8</b>	<p>C1-PO5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references)) of expository text.</p> <p>C1-PO8. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.</p>	<p>Use organizational features to locate information.</p> <p>Understand graphic information.</p>	<p>Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.</p> <p>Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.</p>	<p>With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.</p> <p>Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.</p>	<p>Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.</p> <p>Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.</p>

<b>Grade</b>	<b>Standard</b>	<b>Essence</b>	<b>Most Complex</b>	<b>More Complex</b>	<b>Less Complex</b>
<b>8</b>	<p>C2-PO1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p> <p>C2-PO2. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>Determine whether steps in a task are complete.</p> <p>Use functional text to solve a problem.</p>	<p>Determine whether a specific 4-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.</p> <p>Interpret details from a variety of functional text to solve problems (e.g., determine transportation options, schedules, and which option is best for arriving on time).</p>	<p>Determine whether a specific 3-step task is completed by checking to make sure all of the steps were followed in the right order, with picture cues to assist.</p> <p>Interpret details from a variety of functional text to answer questions (e.g., determine time and costs of events).</p>	<p>Determine whether a specific 2-step task is completed by checking to make sure all of the steps were followed in the right order, with tactile symbol or picture cues to assist.</p> <p>Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.</p>

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<b>10</b>	C1-PO3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references)) of expository text.	Use organizational features to locate information.	Locate specific information related to grade-level content by using organizational features (e.g., title, table of contents, headings, bold print, italics, glossaries, indices) in expository text.	With picture/print cues, locate specific information related to grade-level content by using organizational features (e.g., title, page numbers) in expository text.	Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
	C1-PO5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text.	Understand graphic information.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, and tables) of expository text.	Interpret information from graphic features related to grade-level content (e.g., charts, maps, diagrams, illustrations, tables, and timelines) that are found in the school environment.	Indicate the meaning of additional objects/partial objects, tactile symbols, or pictures, found in the school environment.
	C2-PO2 Analyze the effectiveness of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents) to achieve its stated purpose.	Use functional text to answer questions.	Interpret details from a variety of functional text (e.g., product information, consumer safety publications) to answer questions (e.g., which product has less fat and salt?).	Interpret details from a variety of functional text to answer questions (e.g., determine time and costs of events).	Use objects/partial objects, tactile symbols, or pictures to prompt four activities in the routine daily schedule.